



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109416

DfES Number: 520208

INSPECTION DETAILS

Inspection Date	26/02/2004
Inspector Name	Alison Weaver

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Emmanuel Pre-School
Setting Address	Emmanuel Church Hawkswood Road Hailsham East Sussex BN27 1UG

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	The Management Committee
Address	Emmanuel Playgroup Emmanuel Church, Hawkswood Road Hailsham East Sussex BN27 1PN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Emmanuel Pre-School opened in 1990. It operates from two rooms in a church building on the outskirts of Hailsham. The provision serves the local area.

There are currently 40 children from 2 to 4 years on roll. This includes 19 funded 3 year olds and 8 funded 4 year olds. Children attend for a variety of sessions. The setting currently does not support any number of children with special needs, nor any who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.20 until 12.00. The Friday sessions are specifically for the older children.

Six staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Emmanuel Pre-School offers provision which is acceptable and of good quality. Children are making generally good progress towards the early learning goals with very good progress in some areas.

The overall quality of teaching is generally good. Staff have a secure knowledge of the early learning goals. They use this knowledge to plan a well balanced curriculum with an interesting range of activities for the children. The effective observation and assessment system ensures that the needs of specific individual children are addressed well in the planning. The plans need to be further extended to ensure all children are challenged appropriately.

Staff develop good relationships with the children and effectively support them in their learning. Activities are generally well organised with children behaving well in response to the high expectations of staff. There are slight weaknesses in the snack time activities. The accommodation is used well but more opportunities are needed for children to see print and simple words.

Leadership and management is generally good. The manager is fully aware of the strengths and weaknesses of the setting. There is a commitment to improving practices with staff meeting regularly to discuss the provision and the planning. Although staff development is promoted there is no formal system in place to monitor this. Staff are actively encouraged to attend relevant training. The staff work well together as a team and are very supportive to each other.

The partnership with parents and carers is generally good. They are able to help on the committee and are welcome in the group. Parents are well informed about the setting and the group's activities. They are given written details about the Foundation Stage. Opportunities for parents to become involved in their child's learning and assessment are not yet fully developed. There is a regular verbal exchange of information about their child.

What is being done well?

- Children are confident, interested and able to work independently.
- Staff interaction with the children is very good. Staff use effective questioning techniques with the children to encourage and extend their language and thinking.
- Using planned activities and everyday situations, staff provide excellent opportunities for children to develop a good understanding of simple calculation.
- The mark making area is well used and enjoyed by the children. Their independence is being encouraged as they make their own choices from a

good selection of resources. Children become absorbed in this activity and sometimes spend long periods of time at the table. They receive very good support from the staff.

- The 'targets' for individual children are used very effectively to inform planning and help staff promote each child's development. Parents are also given the targets so they too are aware of areas that staff are working towards with the children.
- The curriculum newsletters are used well to keep parents fully informed about the group's activities and themes.

What needs to be improved?

- the organisation of the snack time to further promote children's independence and social skills
- the use of the focus activity sheets to include vocabulary to be introduced and to show how activities can be adjusted to take into account children working at different rates and levels
- parental involvement in their child's learning and assessment
- the provision and use of displays and labelling to promote children's communication, language, and literacy skills

What has improved since the last inspection?

The setting has made generally good progress towards addressing the points for development raised at the last inspection. The group was asked to develop the planning further. This has largely been met with plans now providing a balanced curriculum which gives equal emphasis to all learning areas. The plans also now indicate clear learning intentions, grouping of children, and staff deployment. The information gained from assessments is used effectively to inform the planning for individual children. The group needs to continue to address the aspect of plans showing how activities will cater for children's differing learning needs.

The group was asked to plan opportunities to develop children's scientific and technological understanding. Children now have regular access to the computer and to a few other forms of technology. This is an area which is ongoing as the group continues to look at ways to increase their resources. They regularly plan activities which will promote children's understanding of simple science.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are happy and settled in the group. They relate well to each other and to adults. Children show high levels of concentration and clearly enjoy the variety of activities offered. The children generally behave well, however, at snack times some of the children become less attentive due to the organisation of this activity. Children share and take turns. They are learning to care for each other's needs. Their independence skills are developing well but could be further extended.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers engaging easily in conversations with each other and with adults. Children are developing an understanding of the link between sounds and letters. They enjoy books and listen avidly to stories. Their early writing skills are developing well due to the variety of opportunities provided for them to practice mark making. The limited labelling and print around the room results in children having less opportunity to learn to recognise familiar words.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children effectively use and recognise numbers in everyday activities. They are able to count successfully to 10 and well beyond. They show a developing understanding of shape and size. Staff enable the children to use the appropriate mathematical vocabulary. Children demonstrate an increasing ability to recreate patterns and sequences. They are developing a very good understanding of simple calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to use their senses to explore and investigate a varied range of objects and materials. They learn and talk about their environment and events in their own lives. They are developing an understanding of the wider world through a variety of resources and planned activities such as finding out about festivals. Children confidently use technology. They regularly design and make models using a variety of construction materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely. They successfully use a range of tools and small equipment. Their manipulative skills are developing well. They show good co-ordination skills and awareness of themselves and others. They enjoy the planned activities where they have the opportunity to use a variety of large equipment.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy the regular opportunities they are given to explore different media and materials. They confidently and enthusiastically express their ideas and feelings through a wide range of activities. They use their imagination well in role play activities. They enjoy participating in the singing activities.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Continue to extend the opportunities for parents to contribute to children's learning and assessment.
- Provide more opportunities for children to become familiar with print and begin to recognise simple words.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.